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ABSTRACT

Designed to update an original study conducted two years ago, this study questioned businesses across Wyoming about the job skills needed by persons graduating from high school and immediately entering the work force in office occupations. A questionnaire was sent to 210 businesses across the state, with a response rate of 62 percent (137 responses). Some of the following information was gathered from the study: (1) shorthand does not seem to be as important to Wyoming employers as teachers have been led to expect; (2) typing skills are vitally important to all areas of office occupations; (3) other skills rated as important include mailing skills, records management, organization/time management, human relations, and telephone communications, (4) reprographic skills seem to be relatively unimportant; (5) mathematics and calculator skills, although important, seem not to be as vital as they once were; and (6) business knowledge is not rated as important. The results of the study were used to make suggestions for curriculum changes in Wyoming office occupations education programs. (KC)

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FINAL REPORT
BASIC ENTRY-LEVEL COMPETENCIES NEEDED FOR EMPLOYMENT

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Project Number: 5-38752
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Laramie, Wyoming

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BASIC ENTRY-LEVEL COMPETENCIES
NEEDED FOR EMPLOYMENT

A. The Process/Product(s) to be Adopted/Adapted and Delivered by this Project:

The results of this study were to update Wyoming business teachers as to needed curriculum changes from an original survey completed two years ago. Both the original and this survey questioned business across Wyoming on the employment of persons graduating from high school and immediately entering the work force.

B. Specific Objectives of the Proposal:

The specific objectives of this proposal are to:

1. Determine the typing skills needed by beginning officer workers to be employed by Wyoming firms.

2. Determine the accounting/bookkeeping skills needed by beginning office workers to be employed by Wyoming firms.

3. Determine the recording filing and records management skills needed by beginning office workers to be employed by Wyoming firms.

4. Determine the mailing skills needed by beginning office workers to be employed by Wyoming firms.

5. Determine the reprographics skills needed by beginning office workers to be employed by Wyoming firms.

6. Determine the information processing skills needed by beginning office workers to be employed by Wyoming firms.

7. Determine the shorthand skills needed by beginning office workers to be employed by Wyoming firms.

8. Determine the telephone skills needed by beginning office workers to be employed by Wyoming firms.

9. Determine the math and calculator skills needed by beginning office workers to be employed by Wyoming firms.

10. Determine the organization/time management skills needed by beginning office workers to be employed by Wyoming firms.

11. Determine the written/oral communication skills needed by beginning office workers to be employed by Wyoming firms.

12. Determine the grooming/health skills needed by beginning office workers to be employed by Wyoming firms.

13. Determine the human relations skills needed by beginning office workers to be employed by Wyoming firms.

14. Determine the business knowledge skills needed by beginning office workers to be employed by Wyoming firms.

C. Procedures for Achieving These Objectives:

All objectives listed above were obtained through a questionnaire/opinionnaire developed by the State Steering Committee for Business Education, The Wyoming Business Education Association, The University of Wyoming and the Wyoming State Department of Education. The questionnaires/opinionnaires were mailed to 210 Wyoming businesses. Names of these businesses were supplied by the Casper Chamber of Commerce. The following steps then occurred:

1. Initial survey was mailed to the selected businesses.
2. Follow-up mailing to those businesses not responding to first mailing.
3. Compilation of results (keypunching and writing two SPSS programs to report the results). (The SPSS programs used were frequency distribution and cross-tabulation.)
4. Completion of written report.
5. Duplication of report.
6. Final dissemination of the report.
7. Final report prepared for the State Department of Education.

Methods, controls and a summarization of all data appear in the report which is enclosed with this abstract.

D. Expected Outcomes for or Potential Impacts on Vocational Education:

All fourteen (14) of the objectives above are being developed into standards guidelines for Business Education teachers across the State of Wyoming. The guidelines have been written according to the findings of the study and are being incorporated into the Standards Manual for Business and Office Education for the State of Wyoming.

The Standards Manual for Business and Office Education will be used by all business educators from across the State.

REPORT OF BASIC ENTRY-LEVEL COMPETENCIES NEEDED FOR EMPLOYMENT

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REPORT OF BASIC ENTRY-LEVEL COMPETENCIES NEEDED FOR EMPLOYMENT

During the 1983-1984 school year, the Wyoming Business Education Steering Committee determined that there should be a follow-up study of studies previously conducted in 1979-1980 and 1981-1982 to determine if change had occurred in the requirements business expects of its office workers. The results of the 79-80 and 81-82 studies were incorporated into the then current standards manual for business and office education. The results of this study, also, will be incorporated into the 1984 standards manual.

The 1984 questionnaire differed from its predecessors in that no questions relative to economic status were asked and the questions which were asked were pared down statistically as to number and subject from previous surveys. However, the areas of typing; accounting/bookkeeping; recording, filing and records management; mailing; reprographics; information processing; shorthand; telephone; math and calculator skills; organization/time management; written/oral communication; grooming; health; human relations; and business knowledge skills were covered in the areas of specialized office employees, general office employees, bookkeeping/accounting employees, and computer and related employees.

The four last listed professions and an explanation of each are given below:

1. Specialized office employees - this profession requires shorthand and other administrative skills and accepts additional responsibilities. Examples would include stenographers and secretaries.
2. General office employees - positions of this type would include typists, transcribing machine operators, file clerks, various machine operators, mail clerks, time clerks, and receptionists.
3. Bookkeeping/accounting employees - these types of positions would include audit clerks, bookkeepers, cashiers, invoice control clerks, payroll clerks, posting clerks, and accounting clerks.
4. Computer and related area employees - positions in these areas would include persons who operate input and output equipment and perform programming tasks appropriate to their office. Computer operators and data entry operators would also be included.

Responses were received from the following Wyoming cities and towns:

Cheyenne	Worland	Thermopolis
Powell	Sundance	
Lander	Green River	
Laramie	Rock Springs	
Sheridan	Gillette	
Evanston	Greybull	
Torrington	Buffalo	
Casper	Jackson	

The questionnaire was disseminated to 210 businesses across the State of Wyoming. The list of businesses was supplied by the Casper Chamber of Commerce. A total of 137 responses or 62.38 percent were received.

Even though a number of Wyoming cities and towns, notably Rawlins and Cody, were absent from the study, it may be assumed that the study is representative of the Wyoming business community. Also the return of 62.38 percent is quite satisfactory and allows for minimal sampling error.

As a result of the return, information was found which could have some effect on business education in the State of Wyoming. An example of the types of businesses can be found below:

1. savings & loan
2. medical center
3. real estate business
4. community college
5. Mountain Bell
6. law firms
7. USDA Forest Service
8. newspapers
9. oil well business
10. land surveyors
11. electronic firm
12. finance company
13. insurance company
14. consulting engineer
15. banks
16. drug store
17. electric association
18. travel agency
19. chain restaurants
20. construction companies
21. credit unions
22. office machine companies
23. equipment companies
24. light, fuel and power companies
25. collection agency
26. automobile company
27. television station
28. printing & stationary company
29. freight services

30. answering service

31. certified public accountants

As can be seen by the above types of businesses, the findings of this study are significant in that so many different types of businesses are represented. The size and breadth of businesses covered should be a consideration for further studies of this type.

All information received from the questionnaire was reported and statistically analyzed by two SPSS (Statistical Package for the Social Sciences) programs. The programs used were a frequency distribution and cross tabulation. All analyses were completed at the University of Wyoming.

The information found takes the form of a number of tables and is illustrated in the following narrative.

Specific Report by Competency

The specific report by competency illustrates the most important competencies in the four areas according to the businesses surveyed. All responses were rated as "required," "desired," or "unnecessary," according to the feeling of the person completing the survey.

This report asked questions of offices which employed specialized office employees, general office employees, bookkeeping/accounting employees, and computer and related areas. However, a number of businesses were not satisfied with this breakdown and added the following:

1. all four areas
2. specialized and general office
3. bookkeeper/computer operators

4. all areas but bookkeeping

5. bookkeeping/general office employees

Also, of the 131 responses received, on 98 or 73.13 percent of the respondents answered the questions relative to position. Of those businesses answering the position question, 85 percent did fall within the four categories given by the questionnaire. (See Table I)

TABLE I

Positions Held by Respondents

OCCUPATION	NUMBER	PERCENTAGE
Specialized office	25	26
General office	28	29
Bookkeeping/accounting	24	24
Computer & related areas	6	6
All areas	7	7
Specialized & general office	2	2
Bookkeeper/computer	2	2
All but bookkeeping	1	1
Bookkeeping/general office	3	3
TOTALS	98	100

It is interesting to note that the three areas given greatest import were specialized office, general office, and bookkeeping/accounting. Computer and related occupied only six percent of use as reported by all

respondents. It is further interesting to report that work positions as shown by the above table are changing and that individuals may now be combining computers and bookkeeping, computers and general office work, or all areas. For the purposes of this report all additional areas, as listed above, will be handled as "other" as the overall percentage is too small--15 percent--to have great significance to the report.

Report

This report will cover the major topics as specified in the questionnaire by area. Table II indicates importance given to typing skills in each question asked and for each skill area. As would be expected, the highest rating of 84 percent was given for specialized office in the area of typing and correcting business letters and envelopes. Correct typing skills were most important for general office workers (95%) and the same applied to bookkeepers/accountants (46%). Computer and related required proficiency in proofreading and ability to type numbers (both 67%) and all other areas also required proofreading skills.

Table III deals with accounting/bookkeeping skills. Bookkeeping/accounting gives the greatest import to posting entries from the general journal to the general ledger (75%). While all other areas felt recording transactions in the general journal was most important (79%). This area was not considered important in the office or computer areas.

Table IV presents recording, filing, records management skills and is reported below. Specialized office, general office, computer and related, and all other areas gave required rating of 70 to 80 percent to most of the questions in this category. Save for bookkeeping/accounting,

TABLE II
Typing Skills

QUESTION	NEED	SPECIALIZED OFFICE		GENERAL OFFICE		BOOKKEEPING/ ACCOUNTING		COMPUTER RELATED		ALL OTHER	
		#	%	#	%	#	%	#	%	#	%
1. Demonstrate correct typing skills.	Required	20	80	21	75	11	46	3	50	11	73
	Desired	4	16	6	21	10	42	3	50	4	27
	Unnecessary	1	4	1	4	3	12	0	0	0	0
2. Identify operative parts of a typewriter and their operations	Required	14	56	8	29	8	33	2	33	4	27
	Desired	7	28	10	36	6	25	2	33	8	53
	Unnecessary	4	16	10	36	10	42	2	33	3	20
3. Demonstrate speed and accuracy in typing straight copy.	Required	20	80	16	57	10	42	4	67	9	60
	Desired	3	12	10	36	6	25	1	17	5	33
	Unnecessary	2	8	2	7	8	33	1	17	1	7
4. Type and correct business letters and envelopes.	Required	21	84	21	75	8	33	2	33	10	67
	Desired	3	12	6	21	11	46	3	50	4	27
	Unnecessary	1	4	1	4	5	21	1	17	1	6
5. Type interoffice memoranda.	Required	19	76	12	43	7	29	2	33	7	47
	Desired	5	20	11	39	8	33	4	67	3	20
	Unnecessary	1	4	5	18	9	38	0	0	5	33
6. Type and correct tabulated information.	Required	19	76	12	43	8	33	3	50	10	67
	Desired	5	20	13	46	7	29	3	50	3	20
	Unnecessary	1	4	3	11	9	38	0	0	2	13
7. Chain feed, type, and correct address on envelopes.	Required	10	40	10	36	2	8	1	17	3	21
	Desired	6	24	10	36	8	33	2	33	5	36
	Unnecessary	9	36	8	28	14	58	3	50	6	43
8. Demonstrate problem solving and creativity in establishing headings, charts, boxed information, capitalization and italics, etc. from copy.	Required	15	60	8	31	6	25	3	50	7	47
	Desired	7	28	11	42	7	29	2	33	4	27
	Unnecessary	3	12	7	27	11	46	1	17	4	27
9. Demonstrate proficiency in typing numbers.	Required	17	68	16	57	10	42	4	67	11	73
	Desired	6	24	10	36	9	38	2	33	4	27
	Unnecessary	2	8	2	7	5	20	0	0	0	0

QUESTION	NEED	SPECIALIZED OFFICE		GENERAL OFFICE		BOOKKEEPING/ ACCOUNTING		COMPUTER RELATED		ALL OTHER	
		#	%	#	%	#	%	#	%	#	%
10. Demonstrate proofreading skills.	Required	21	84	17	61	9	38	4	67	12	80
	Desired	4	16	11	39	8	33	2	33	3	20
	Unnecessary	0	0	0	0	7	24	0	0	0	0

*All percentages in this and all succeeding tables refer to the percent of those people answering in that one specific are only. Example: Only 6 firms answered question one in computer and related. Fifty percent required correct typing skills 50 percent desired correct typing skills. The percentage column has been rounded for ease in reporting.

TABLE III
Accounting/Bookkeeping Skills

QUESTION	NEED	SPECIALIZED OFFICE		GENERAL OFFICE		BOOKKEEPING/ ACCOUNTING		COMPUTER RELATED		ALL OTHER	
		#	%	#	%	#	%	#	%	#	%
1. Record transactions in general journal.	Required	6	26	8	29	20	83	2	33	11	79
	Desired	4	17	7	25	0	0	2	33	1	7
	Unnecessary	13	57	13	46	4	17	2	33	2	14
2. Post entries from general journal to the general ledger.	Required	6	26	6	21	18	75	2	33	8	57
	Desired	3	13	7	25	3	13	2	33	3	21
	Unnecessary	14	61	15	54	3	13	2	33	3	21
3. Prepare a worksheet.	Required	8	35	5	19	14	58	2	33	5	35
	Desired	4	17	8	30	8	33	1	17	4	29
	Unnecessary	11	48	14	51	2	9	3	50	5	35
4. Prepare an income statement.	Required	6	26	2	7	12	50	2	33	7	50
	Desired	3	13	9	32	6	25	1	17	2	14
	Unnecessary	14	61	17	61	6	25	3	50	5	36
5. Prepare a capital statement.	Required	5	22	1	4	11	46	2	33	6	43
	Desired	4	17	9	32	7	29	1	17	2	14
	Unnecessary	14	61	18	64	6	25	3	50	6	43
6. Prepare a balance sheet.	Required	7	30	5	18	12	50	2	33	7	50
	Desired	3	13	7	25	5	21	1	17	2	14
	Unnecessary	13	57	16	57	7	29	3	50	5	36
7. Journalize and post adjusting entries.	Required	6	26	7	25	17	71	2	33	8	57
	Desired	3	13	6	21	5	21	2	33	2	14
	Unnecessary	14	61	15	54	2	8	2	33	4	29
8. Journalize and post closing entries.	Required	5	22	7	25	16	67	2	33	7	50
	Desired	4	17	6	21	5	21	2	33	2	14
	Unnecessary	14	61	15	54	3	12	2	33	5	36
9. Prepare a post-closing trial balance.	Required	5	22	4	14	13	54	2	40	6	43
	Desired	6	26	8	29	3	13	1	20	2	14
	Unnecessary	12	52	16	57	8	33	2	40	6	43

TABLE IV
Recording, Filing, Records Management

QUESTION	NEED	SPECIALIZED OFFICE		GENERAL OFFICE		BOOKKEEPING/ ACCOUNTING		COMPUTER RELATED		ALL OTHER	
		#	%	#	%	#	%	#	%	#	%
1. Index, code, sort, and file alphabetically.	Required	20	80	23	82	15	63	5	83	13	87
	Desired	5	20	5	18	7	29	1	17	2	13
	Unnecessary	0	0	0	0	2	8	0	0	0	0
2. Code, sort, and file numerically.	Required	18	72	23	82	15	63	5	83	11	73
	Desired	5	20	4	14	7	29	1	17	2	13
	Unnecessary	2	8	1	4	2	8	0	0	2	13
3. Retrieve material from the file; complete an out card and record.	Required	18	72	20	71	9	38	5	83	7	47
	Desired	5	20	5	18	10	42	1	17	4	27
	Unnecessary	2	8	3	11	5	20	0	0	4	27

no area listed as unnecessary indexing, coding, sorting and filing alphabetically.

The information covered in Table V involved mailing skills. As far as business is concerned, the most important aspect of mailing skills for specialized office workers were expected to be most aware of processing outgoing mail although incoming mail and forwarding mail was given high import. Neither specialized or general office were required to make decisions on best mail service. All other areas did process incoming mail (80%) but bookkeeping/accounting and computer and related made little use of mail service.

Table VI was concerned with reprograhpic skills. Little import was attached to the area of reprographics according to the findings of the study. Only one area, desired on computer and related/identifying characteristics was given a 67 percent rating.

Information processing skills are covered in Table VII. Surprisingly, information processing skills held little import for business with the exception of computer and related. Here the only question deemed of less import was the question involving software packages. Three questions were given an importance rating of 100 percent on required for computer and related.

The information presented in Table VIII covers shorthand skills. According to the findings of this study, shorthand carries little importance in either specialized or general office. The highest percentage given either required or desired was a 43 percent rating. Shorthand was listed as unnecessary by 41 percent to 50 percent of the respondents.

TABLE V
Mailing Skills

QUESTION	NEED	SPECIALIZED OFFICE		GENERAL OFFICE		BOOKKEEPING/ ACCOUNTING		COMPUTER RELATED		ALL OTHER	
		#	%	#	%	#	%	#	%	#	%
1. Make decisions on best mail service.	Required	17	68	10	36	6	25	1	17	7	47
	Desired	5	20	12	43	10	42	1	17	4	27
	Unnecessary	3	12	6	21	8	33	4	66	4	27
2. Process incoming mail.	Required	18	72	18	64	11	46	1	17	12	80
	Desired	5	20	8	29	6	25	2	33	2	13
	Unnecessary	2	8	2	7	7	29	3	50	1	7
3. Process outgoing mail and maintain a mailing list.	Required	16	64	20	71	11	46	2	33	11	73
	Desired	7	28	6	21	7	29	2	33	2	13
	Unnecessary	2	8	2	7	6	25	2	33	2	13
4. Forward mail.	Required	16	64	16	57	11	46	1	17	8	53
	Desired	5	20	8	29	4	17	1	17	2	13
	Unnecessary	4	16	4	14	9	38	4	68	5	33

TABLE VI
Reprographics Skills

QUESTION	NEED	SPECIALIZED OFFICE		GENERAL OFFICE		BOOKKEEPING/ ACCOUNTING		COMPUTER RELATED		ALL OTHER	
		#	%	#	%	#	%	#	%	#	%
1. Identify characteristics of copying/ duplicating methods.	Required	11	44	11	39	9	38	0	0	6	40
	Desired	10	40	13	46	7	29	4	67	3	20
	Unnecessary	4	16	4	14	8	33	2	33	6	40
2. Make decisions on best copying/duplicating method to use.	Required	12	48	8	29	7	29	1	17	6	40
	Desired	8	32	11	39	5	21	1	17	2	13
	Unnecessary	5	20	9	32	12	50	4	66	7	47
3. Type, correct, and run spirit masters, stencils, etc.	Required	9	36	6	21	2	8	1	17	2	13
	Desired	4	16	7	25	2	8	0	0	3	20
	Unnecessary	12	48	15	54	20	84	5	83	10	67

TABLE VII
Information Processing Skills

QUESTION	NEED	SPECIALIZED OFFICE		GENERAL OFFICE		BOOKKEEPING/ ACCOUNTING		COMPUTER RELATED		ALL OTHER	
		#	%	#	%	#	%	#	%	#	%
1. Demonstrate knowledge of computer terminology.	Required	9	36	4	14	11	46	5	83	9	60
	Desired	8	32	17	61	7	29	1	17	3	20
	Unnecessary	8	32	7	25	6	25	0	0	3	20
2. Enter data using the ten-key touch method.	Required	9	36	7	25	14	58	6	100	7	47
	Desired	9	36	9	32	4	17	0	0	4	27
	Unnecessary	7	28	12	3	27	25	0	0	3	20
3. Demonstrate correct keyboard technique.	Required	12	48	8	29	15	63	5	83	8	53
	Desired	6	24	13	46	4	17	1	17	4	27
	Unnecessary	7	28	7	20	6	25	0	0	3	20
4. Revise and correct entered information.	Required	12	48	12	43	13	54	6	100	11	73
	Desired	9	36	9	32	5	21	0	0	2	13
	Unnecessary	4	16	7	25	6	25	0	0	2	13
5. Output data to a printer and retrieve document.	Required	10	40	10	36	10	42	6	100	10	67
	Desired	9	36	9	32	6	25	0	0	2	13
	Unnecessary	6	24	9	32	8	33	0	0	3	20
6. Demonstrate beginning and exit procedures using a computer terminal.	Required	11	46	10	36	12	50	5	83	8	57
	Desired	8	33	11	39	6	25	1	17	2	14
	Unnecessary	5	21	7	25	6	25	0	0	4	29
7. Project the result of running a computer program.	Required	5	20	3	11	4	17	5	83	6	40
	Desired	8	32	10	36	6	25	1	17	4	27
	Unnecessary	12	48	15	53	14	58	0	0	5	33
8. Evaluate software packages for business applications such as accounting sub-systems or word processing.	Required	3	12	1	4	2	8	2	33	1	7
	Desired	8	32	8	29	7	29	3	50	6	40
	Unnecessary	14	56	19	67	15	63	1	17	8	53

TABLE VIII
Shorthand Skills

QUESTION	NEED	SPECIALIZED OFFICE		GENERAL OFFICE		BOOKKEEPING/ ACCOUNTING		COMPUTER RELATED		ALL OTHER	
		#	%	#	%	#	%	#	%	#	%
1. Take and accurately transcribe dictation of letters, memos, reports.	Required	6	25	2	7	3	13	0	0	4	27
	Desired	7	29	12	43	3	13	2	33	5	33
	Unnecessary	11	46	14	50	17	74	4	67	6	40
2. Edit, proofread and correct transcribed dictations.	Required	10	42	3	11	5	22	0	0	4	27
	Desired	4	17	11	39	2	9	2	33	7	47
	Unnecessary	10	42	14	50	16	69	4	67	4	27

Telephone skills are covered in Table IX. Telephone skills of all types were considered important to all respondents. The only exception was computer and related on the final question. Although placing telephone calls and demonstrating follow through was give a 67 percent desired rating it received a zero percent required rate.

Table X covered math and calculator skills. The information in Table X deals exclusively with math and calculator skills and is important to bookkeeping and accounting. However, nine question are rated very low in terms of required functions of workers. These nine questions deal with converting fractions to decimals (44%), converting decimals to fractions (44%), converting improper fractions to mixed numbers (39%), converting problems using the standard U.S. measure (22%), solving commission problems (35%), solving mark-up problems (26%), solving mark down problems (22%), and solving compound interest problems (35%).

As far as computer related are concerned, many of these skills are desired but not required. Five times questions received a zero percent for required on computer and related. These skills rated highly with many of the questions pertaining to all other areas. The highest rating of required in the office skills was a 64 percent in solving math problems consisting of whole numbers in specialized office and solving math problems consisting of mixed numbers in the general office area.

Table XI reports organization/time management. The ability to organize was considered vital to all respondents as was the ability to set priorities (100%) for bookkeeping/accounting. None of the respondents considered recording merchandise to be of great importance to any of the jobs.

TABLE IX
Telephone Skills

QUESTION	NEED	SPECIALIZED OFFICE		GENERAL OFFICE		BOOKKEEPING/ ACCOUNTING		COMPUTER RELATED		ALL OTHER	
		#	%	#	%	#	%	#	%	#	%
1. Identify telephone services and types of call.	Required	16	64	19	68	13	57	1	17	12	80
	Desired	8	32	4	14	6	26	2	33	3	20
	Unnecessary	1	4	5	18	4	17	3	50	0	0
2. Locate telephone numbers.	Required	19	76	21	75	13	57	1	17	12	80
	Desired	5	20	5	18	9	39	4	67	3	20
	Unnecessary	1	4	2	7	1	4	1	17	0	0
3. Answer telephone and take accurate messages including verifying number and name.	Required	23	92	24	86	18	78	2	33	15	100
	Desired	2	8	4	14	3	13	3	50	0	0
	Unnecessary	0	0	0	0	2	9	1	17	0	0
4. Place telephone calls, demonstrating follow through until right person is contacted.	Required	21	84	21	75	15	65	0	0	12	80
	Desired	2	8	5	18	7	31	4	67	2	13
	Unnecessary	2	8	2	7	1	4	2	33	1	7

TABLE X
Math and Calculator Skills

QUESTION	NEED	SPECIALIZED OFFICE		GENERAL OFFICE		BOOKKEEPING/ ACCOUNTING		COMPUTER RELATED		ALL OTHER	
		#	%	#	%	#	%	#	%	#	%
1. Solve math problems consisting of whole numbers using a ten-key machine.	Required	16	54	17	61	22	96	2	33	14	93
	Desired	5	20	6	21	0	0	4	68	0	0
	Unnecessary	4	16	5	18	1	4	0	0	1	7
2. Solve math problems consisting of decimal numbers using a ten-key machine.	Required	15	60	16	57	22	96	2	33	13	87
	Desired	6	24	7	25	0	0	3	50	0	0
	Unnecessary	4	16	5	18	1	4	1	17	2	13
3. Solve math problems consisting of mixed numbers using a ten-key machine.	Required	12	48	18	64	20	87	2	33	11	73
	Desired	7	28	6	21	2	9	3	50	3	20
	Unnecessary	6	24	4	14	1	4	1	17	1	7
4. Round numbers to designated decimal places.	Required	14	56	14	50	21	91	1	17	11	73
	Desired	5	20	7	25	1	4	3	50	4	27
	Unnecessary	6	24	7	25	1	4	2	33	0	0
5. Compute cash discounts.	Required	8	32	13	46	16	70	2	33	10	67
	Desired	5	20	3	11	1	4	2	33	0	0
	Unnecessary	12	48	12	43	6	26	2	33	5	33
6. Convert proper fractions to decimals.	Required	9	36	8	29	10	44	1	17	8	53
	Desired	9	36	7	25	7	30	3	50	6	40
	Unnecessary	7	28	13	46	6	26	2	33	1	7
7. Convert decimals to proper fractions.	Required	8	32	7	25	10	44	1	17	8	53
	Desired	10	40	7	25	6	26	3	50	3	20
	Unnecessary	7	28	14	50	7	30	2	33	4	27
8. Convert improper fractions to mixed numbers.	Required	6	24	6	21	9	39	1	17	4	27
	Desired	6	24	7	25	5	22	3	50	6	40
	Unnecessary	13	52	15	54	9	39	2	33	5	33
9. Convert mixed numbers to improper fractions.	Required	6	24	6	21	9	39	1	17	4	27
	Desired	5	20	6	21	4	17	3	50	6	40
	Unnecessary	14	56	16	57	10	44	2	33	5	33

QUESTION	NEED	SPECIALIZED OFFICE		GENERAL OFFICE		BOOKKEEPING/ ACCOUNTING		COMPUTER RELATED		ALL OTHER	
		#	%	#	%	#	%	#	%	#	%
10. Round mixed numbers to whole numbers.	Required	9	36	9	32	14	61	1	17	8	57
	Desired	6	24	10	36	5	22	3	50	5	36
	Unnecessary	10	40	9	32	4	17	2	33	1	7
11. Compute simple interest.	Required	9	36	9	32	15	65	1	17	4	29
	Desired	7	28	7	25	1	4	3	50	6	43
	Unnecessary	9	36	12	43	7	30	2	33	4	29
12. Convert problems using the standard U.S. of measure.	Required	1	4	1	4	5	22	1	17	4	27
	Desired	8	32	8	29	5	22	4	67	1	7
	Unnecessary	16	64	19	68	13	57	1	17	10	67
13. Prepare sales slip.	Required	6	25	12	43	14	61	0	0	7	47
	Desired	2	8	1	4	0	0	4	67	1	7
	Unnecessary	16	67	15	54	9	39	2	33	7	47
14. Solve commission problems.	Required	4	16	7	25	8	35	0	0	3	20
	Desired	2	8	3	11	2	9	4	67	2	13
	Unnecessary	19	76	18	64	13	57	2	33	10	67
15. Solve mark up problems.	Required	4	16	6	21	6	26	0	0	4	27
	Desired	4	16	6	21	4	17	4	67	2	13
	Unnecessary	17	68	16	57	13	57	2	33	9	60
16. Solve mark down problems.	Required	4	16	6	21	5	22	0	0	4	27
	Desired	3	12	6	21	4	17	4	67	2	13
	Unnecessary	18	72	16	57	14	61	2	33	9	60
17. Solve compound interest problems.	Required	3	12	5	18	8	35	0	0	4	27
	Desired	4	16	8	29	6	26	3	50	1	7
	Unnecessary	18	72	15	54	9	39	3	50	10	67
18. Complete an invoice.	Required	8	32	12	43	15	65	0	0	10	67
	Desired	5	20	5	18	2	9	4	67	1	7
	Unnecessary	12	48	11	39	6	26	2	33	4	27

TABLE XI
Organization/Time Management Skills

QUESTION	NEED	SPECIALIZED OFFICE		GENERAL OFFICE		BOOKKEEPING/ ACCOUNTING		COMPUTER RELATED		ALL OTHER	
		#	%	#	%	#	%	#	%	#	%
1. Organize work stations.	Required	23	92	21	75	20	87	4	67	14	93
	Desired	2	8	5	18	2	9	2	33	1	7
	Unnecessary	0	0	2	7	1	4	0	0	0	0
2. Set priorities.	Required	22	88	20	71	23	100	5	83	14	93
	Desired	3	12	7	25	0	0	1	17	1	7
	Unnecessary	0	0	1	4	0	0	0	0	0	0
3. Make travel arrangements and complete related documents and reports.	Required	14	56	7	25	8	35	0	0	7	47
	Desired	7	28	13	46	6	26	2	33	5	33
	Unnecessary	4	16	8	29	9	39	4	67	3	20
4. Maintain a desk calendar.	Required	20	80	18	64	18	78	2	33	9	60
	Desired	4	16	6	22	5	22	3	50	5	33
	Unnecessary	1	4	4	14	0	0	1	17	1	7
5. Maintain a tickler file.	Required	15	60	13	46	10	44	1	17	5	33
	Desired	8	32	12	43	9	39	4	67	4	27
	Unnecessary	2	8	3	11	4	17	1	17	6	40
6. Record merchandise or stock inventory.	Required	7	28	8	29	9	39	3	50	6	40
	Desired	6	24	7	25	4	17	3	50	3	20
	Unnecessary	12	48	13	46	10	44	0	0	6	40

Table XII deals with written/oral communication skills. Here, all areas were listed as important with the exception of certain questions pertaining to computers and related. Ability to communicate rated in the 90 percent area for many questions in the required position of reaction.

The information provided in Table XIII pertains to both grooming skills and health skills. Both grooming and health skills are considered to be vitally important by all respondents. To report otherwise would be like criticizing mom and apple pie however. So a high rating of required and desired would be expected.

Table XIV covers human relation skills. This table stressed the importance of human relation skills. Out of four questions, only two areas, general office and bookkeeping/accounting listed any behavior as unnecessary. All questions ranged from a high of 93 percent in required importance to a low-high of 52 percent required. This area is a most important area as far as the overall questionnaire is concerned.

Table XV reports business knowledge skills. Although business knowledge was considered to be important, it was not considered nearly as important as some other areas of the study. Many of the business knowledge skills were considered as unnecessary by the questionnaire respondents. There was one exception however. Computer related gave high import to all business knowledge with the exception of preparing an agenda for a meeting (66% unnecessary).

TABLE XII
Written/Oral Communication Skills

QUESTION	NEED	SPECIALIZED OFFICE		GENERAL OFFICE		BOOKKEEPING/ ACCOUNTING		COMPUTER RELATED		ALL OTHER	
		#	%	#	%	#	%	#	%	#	%
1. Locate and record information found in a dictionary and other reference materials.	Required	18	72	17	63	9	38	3	50	8	53
	Desired	6	24	8	30	10	42	3	50	5	33
	Unnecessary	1	4	2	7	5	20	0	0	2	13
2. Spell and define words.	Required	21	84	21	78	14	58	3	50	11	73
	Desired	4	16	5	19	8	33	3	50	4	27
	Unnecessary	0	0	1	3	2	8	0	0	0	0
3. Find specific information in written material.	Required	17	68	15	56	12	50	4	67	8	53
	Desired	6	24	9	33	9	38	2	33	5	33
	Unnecessary	2	8	3	11	3	12	0	0	2	13
4. Write gramatically sound and complete sentences.	Required	22	88	22	82	16	67	2	33	13	87
	Desired	3	12	4	15	8	33	4	67	2	13
	Unnecessary	0	0	1	4	0	0	0	0	0	0
5. Write sentences with correct punctuation, capitalization, abbreviations and number.	Required	23	92	22	82	15	62	2	33	13	87
	Desired	2	8	3	11	9	38	4	67	2	13
	Unnecessary	0	0	2	7	0	0	0	0	0	0
6. Compose and write simple business letters.	Required	20	80	18	67	16	67	3	50	13	87
	Desired	5	20	7	26	8	33	3	50	2	13
	Unnecessary	0	0	2	7	0	0	0	0	0	0
7. Follow oral instructions.	Required	23	92	23	85	24	100	5	83	14	93
	Desired	2	8	4	15	0	0	1	17	1	7
	Unnecessary	0	0	0	0	0	0	0	0	0	0
8. Give oral instructions.	Required	13	52	18	67	14	58	4	67	8	53
	Desired	12	48	7	26	7	29	2	33	6	40
	Unnecessary	0	0	2	7	3	13	0	0	1	7
9. Demonstrate good listening skills.	Required	24	100	24	89	20	83	4	67	14	93
	Desired	0	0	3	11	4	17	2	33	1	7
	Unnecessary	0	0	0	0	0	0	0	0	0	0
10. Greet visitors and give them directions.	Required	20	80	22	79	16	70	3	50	12	80
	Desired	4	16	5	18	5	22	2	33	1	7
	Unnecessary	1	4	1	3	2	8	1	17	0	0

22

QUESTION	NEED	SPECIALIZED OFFICE		GENERAL OFFICE		BOOKKEEPING/ ACCOUNTING		COMPUTER RELATED		ALL OTHER	
		#	%	#	%	#	%	#	%	#	%
11. Speak clearly and accurately.	Required	23	92	23	85	20	83	3	50	14	93
	Desired	2	8	4	15	4	17	3	50	1	7
	Unnecessary	0	0	0	0	0	0	0	0	0	0
12. Introduce individuals and speakers.	Required	11	44	10	37	8	33	2	33	7	47
	Desired	9	36	8	30	9	38	2	33	2	13
	Unnecessary	5	20	9	33	7	29	2	33	6	40
13. Demonstrate legible handwriting.	Required	19	76	24	89	19	79	3	50	13	87
	Desired	5	20	3	11	5	21	3	50	2	13
	Unnecessary	1	4	0	0	0	0	0	0	0	0

TABLE XIII
Grooming Skills/Health Skills

QUESTION	NEED	SPECIALIZED OFFICE		GENERAL OFFICE		BOOKKEEPING/ ACCOUNTING		COMPUTER RELATED		ALL OTHER	
		#	%	#	%	#	%	#	%	#	%
1. Demonstrate good grooming habits.	Required	19	76	25	89	19	79	3	50	12	80
	Desired	6	24	2	7	5	21	3	50	3	20
	Unnecessary	0	0	1	4	0	0	0	0	0	0
2. Demonstrate good health habits.	Required	17	71	25	89	18	75	3	50	12	80
	Desired	7	29	2	7	6	29	3	50	3	20
	Unnecessary	0	0	1	4	0	0	0	0	0	0

TABLE XIV
Human Relations Skills

QUESTION	NEED	SPECIALIZED OFFICE		GENERAL OFFICE		BOOKKEEPING/ ACCOUNTING		COMPUTER RELATED		ALL OTHER	
		#	%	#	%	#	%	#	%	#	%
1. Display self-understanding and self-esteem.	Required	13	52	23	85	14	58	4	67	11	73
	Desired	12	48	4	15	10	42	2	33	4	27
	Unnecessary	0	0	0	0	0	0	0	0	0	0
2. Demonstrate positive personality traits for job performance.	Required	16	64	25	93	14	58	4	67	13	87
	Desired	9	36	2	7	10	42	2	33	2	13
	Unnecessary	0	0	0	0	0	0	0	0	0	0
3. Demonstrate appropriate personal conduct on the job.	Required	21	84	25	93	19	79	5	83	13	87
	Desired	4	16	2	7	5	21	1	17	2	13
	Unnecessary	0	0	0	0	0	0	0	0	0	0
4. Analyze and develop solutions to personal behavior problems on the job.	Required	15	60	16	62	11	46	3	50	8	53
	Desired	10	40	9	35	10	42	3	50	6	40
	Unnecessary	0	0	1	4	3	12	0	0	1	7

TABLE XV
Business Knowledge Skills

QUESTION	NEED	SPECIALIZED OFFICE		GENERAL OFFICE		BOOKKEEPING/ ACCOUNTING		COMPUTER RELATED		ALL OTHER	
		#	%	#	%	#	%	#	%	#	%
1. Prepare an agenda for a meeting.	Required	7	28	4	15	1	4	1	17	6	40
	Desired	9	36	13	48	12	50	1	17	3	20
	Unnecessary	9	36	10	37	11	46	4	66	6	40
2. Prepare goals and objectives.	Required	9	36	8	30	8	33	3	50	7	47
	Desired	10	40	12	44	10	42	3	50	5	33
	Unnecessary	6	24	7	26	6	25	0	0	3	20
3. Delegate work assignments in office pool.	Required	5	20	4	15	3	13	1	17	5	33
	Desired	13	52	15	56	10	42	4	67	7	47
	Unnecessary	7	28	8	29	11	45	1	17	3	20
4. Demonstrate an understanding of supply and demand.	Required	8	32	8	30	5	22	1	17	4	27
	Desired	10	40	11	40	11	48	5	83	6	40
	Unnecessary	7	28	8	30	7	30	0	0	5	33
5. Demonstrate an understanding of profit and loss.	Required	9	36	13	48	11	48	2	33	7	47
	Desired	11	44	10	37	10	44	4	67	4	27
	Unnecessary	5	20	4	15	2	8	0	0	4	27
6. Demonstrate an understanding of federal rules and regulations.	Required	6	24	12	44	7	30	1	17	7	47
	Desired	14	56	7	26	11	48	4	67	5	33
	Unnecessary	5	20	8	30	5	22	1	17	3	20
7. Demonstrate an understanding of free enterprise.	Required	5	20	9	30	8	35	1	17	5	33
	Desired	16	64	14	52	9	39	5	83	5	33
	Unnecessary	4	16	5	18	6	26	0	0	5	33
8. Demonstrate an understanding of the group decision-making process.	Required	7	28	11	41	7	30	2	33	6	40
	Desired	13	52	13	48	10	44	4	67	7	47
	Unnecessary	5	20	3	11	6	26	0	0	2	13

Summary:

The statistical information derived from this study should be of great value to educators involved in business education. A brief summary of some of the more pertinent information follows:

1. Shorthand does not seem to be as important to Wyoming employers as teachers have been led through training and experience to expect.
2. Typing skills are vitally important to all areas. Keyboarding and typing classes should be made available to all students--not just vocational students. In this area there are exceptions. Chain feeding does not seem to be as important as it once was, probably because of the computer. Tabulating material and the typing of numbers of all types is more important than ever before in all areas covered by the study.
3. Mailing skills and knowledge of handling mail are very important to all office areas.
4. Records management skills are important to all areas and more training should be accomplished in this area.
5. Reprographic skills seem to be relatively unimportant in this study's results. Please study Table VI on page 13.
6. Telephone communications are vital to all areas.
7. Math and calculator skills, although important, seem to not be as vital as they once were. Possibly this is a result of the computer being used to a greater extent in today's office, or possibly, the study asked the wrong questions.

8. Organization/time management skills are important to all areas. As always, written and oral communications skills are important to all areas surveyed. In some cases, they were most important.
9. Human relations skills are the one area given greater import than oral and written communications.
10. Each year the study is completed, it is surprising that business knowledges are not given greater import than the respondents provide. This year's report is little different in that respect. Possibly, a different approach needs to be initiated on questions involving business knowledge.

Recommendations

On the basis of the findings of this study the writer recommends the following:

1. One and two-year programs in shorthand be maintained. These courses are necessary despite the study findings. Possibly future studies should, in addition to asking if shorthand is used and how it is used in the business, ask how shorthand skills are used in original employment of both specialized and general office workers.
2. Some questions should have been devoted to machine transcription.
3. Additional courses should be added to secondary curriculums in records management.

4. That those things which business education has emphasized in the past such as dress, punctuality, initiative, and health-care be continued in the future.
5. That all schools teach a "capstone" course in final skill development, time management, career planning, work flow, communications--both oral and written--and developing the ability to work with people.
6. That additional work in Business English or communications be developed for the students.
7. That an understanding of the computer, word processing, and computer based accounting is vital to today's society and should be made a part of each business education program.
8. That we do not forget writing skills, speaking skills, telephone techniques, listening skills, and reading skills in the school curriculum.
9. Due to changes in the business would, possibly separate questionnaires on specialized/general office, bookkeeping/accounting, and computer and related be prepared for the future.
10. Much computer work done for business is probably done by businesses hired specifically for this skill. Our students should be trained to recognize this fact and to work with those services.
11. Our students must be trained in more than office work. They need to be skilled in word processing techniques, computers, computer based accounting and in all types of communications.

12. That future consideration be given to developing the "cluster" concept of education, that we not prepare students specifically for an occupation but give serious thought to preparing the student for a variety of entry level jobs.

A final recommendation would be for further, continuing research of this type involving wide cross-sections of the business world. Separate studies in business knowledge, communication, bookkeeping/accounting, computers and related, and office skills should be done. Only in this way can we determine the specifics which need to be taught in each of the areas suggested above.

APPENDIX A

WYOMING BUSINESS & OFFICE OCCUPATIONS STEERING COMMITTEE

STEERING IN THE RIGHT DIRECTION
2608 East Riding Club Road
Cheyenne, WY 82009

DEAR BUSINESS REPRESENTATIVE:

This is the third cooperative effort by business/industry and education to help ensure appropriate training in Wyoming business education classrooms. Once again we have come to businesses requesting your assistance.

We would appreciate your completing one survey for one program area. If you would like to contribute in more than one program, please contact Dr. Barr for additional surveys. His telephone number is: 766-3275.

Address all questions and return the survey to:

Dr. Lowell Barr
Department of Vocational Education
College of Education
University of Wyoming 82071

The preceding two surveys have been used by business teachers to write current program guidelines. The material gained from the enclosed survey will be used this summer to update the current curriculum. YOUR INFORMATION WILL BE USED!

On behalf of the entire steering committee, I would like to thank you for your involvement in Wyoming business education students.

Sincerely,

Tom Hayes

Mr. Tom Hayes
Chairman

Enclosure

RETURN TO: DR. LOWELL L. BARR (766-3275)
DEPARTMENT OF VOCATIONAL EDUCATION
BOX 3374, UNIVERSITY STATION
LARAMIE, WY 82071

WYOMING BUSINESS AND OFFICE OCCUPATIONS SURVEY

CONTACT PERSON: _____

NAME OF FIRM: _____

ADDRESS: _____

TELEPHONE NUMBER: _____

POSITION: _____
(Specialized, General, Bookkeeper/Accountant, Computer)

Specialized Office Employees:
Requires shorthand and other administrative skills and accepts additional responsibilities. Examples would be stenographer and secretary.

General Office:
Examples of positions would include typist, transcribing machine operator, file clerk, various machine operators, mail clerk, time clerk, and receptionist.

Bookkeeping/Accounting:
Examples of position would include audit clerk, bookkeeper, cashier, invoice control clerk, payroll clerk, posting clerk, and accounting clerk.

Computer and Related Areas:
Examples of positions would include individuals who operate input and output equipment and perform programming tasks appropriate to your office. Computer operators and data entry operators would also be included.

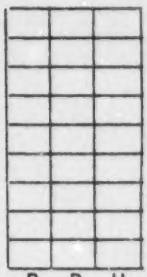
R for required tasks
D for desired tasks
U for unnecessary

TYPING SKILLS

R	D	U	
			1. Demonstrate correct typing techniques
			2. Identify operative parts of a typewriter and their operations
			3. Demonstrate speed and accuracy in typing straight copy
			4. Type and correct business letters and envelopes
			5. Type interoffice memoranda
			6. Type and correct tabulated information
			7. Chain feed, type, and correct addresses on envelopes
			8. Demonstrate problem solving and creativity in establishing headings, charts, boxed information, capitalization and italics, etc., from straight copy
			9. Demonstrate proficiency in typing numbers
			10. Demonstrate proofreading skills

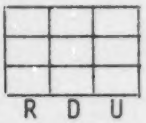
R for required tasks
D for desired tasks
U for unnecessary

ACCOUNTING/BOOKKEEPING SKILLS



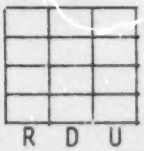
1. Record transactions in the general journal
2. Post entries from the general journal to the general ledger
3. Prepare a worksheet
4. Prepare an income statement
5. Prepare a capital statement
6. Prepare a balance sheet
7. Journalize and post adjusting entries
8. Journalize and post closing entries
9. Prepare a postclosing trial balance

RECORDING, FILING, RECORDS MANAGEMENT SKILLS



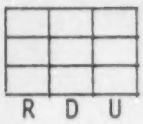
1. Index, code, sort, and file alphabetically
2. Code, sort, and file numerically
3. Retrieve materials from the file; complete an out card and checkout record

MAILING SKILLS



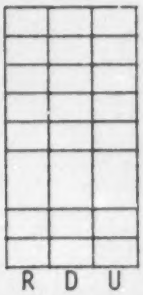
1. Make decisions on best mail services
2. Process incoming mail
3. Process outgoing mail and maintain a mailing list
4. Forward mail

REPROGRAPHICS SKILLS



1. Identify characteristics of copying/duplicating methods
2. Make decisions on best copying/duplicating method to use
3. Type, correct, and run spirit masters, stencils, etc.

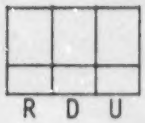
INFORMATION PROCESSING SKILLS



1. Demonstrate knowledge of computer terminology
2. Enter data using the ten-key touch method
3. Demonstrate correct keyboard techniques
4. Revise and correct entered information
5. Output data to a printer and retrieve document
6. Demonstrate beginning and exit procedures using a computer terminal
7. Project the result of running a computer program
8. Evaluate software packages for business applications such as accounting sub-systems or word processing.

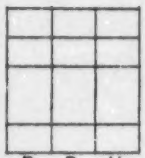
R for required tasks
D for desired tasks
U for unnecessary

SHORTHAND SKILLS



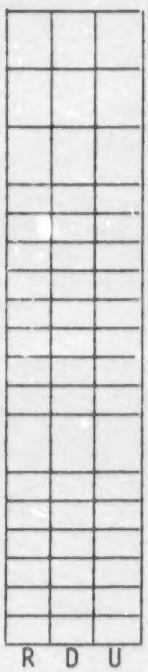
1. Take and accurately transcribe dictation of letters, memos, reports
2. Edit, proofread, and correct transcribed dictations

TELEPHONE SKILLS



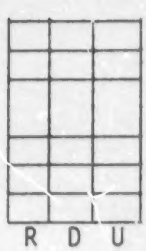
1. Identify telephone services and types of call
2. Locate telephone numbers
3. Answer telephone and take accurate messages including verifying telephone number and name
4. Place telephone calls, demonstrating follow through until right person is contacted

MATH AND CALCULATOR SKILLS



1. Solve math problems consisting of whole numbers using a ten-key machine
2. Solve math problems consisting of decimal numbers using a ten-key machine
3. Solve math problems consisting of mixed numbers using a ten-key machine
4. Round numbers to designated decimal places
5. Compute cash discounts
6. Convert proper fractions to decimals
7. Convert decimals to proper fractions
8. Convert improper fractions to mixed numbers
9. Convert mixed numbers to improper fractions
10. Round mixed numbers to whole numbers
11. Compute simple interest
12. Convert problems using the standard U.S. unit of measure and the metric unit of measure
13. Prepare sales slip
14. Solve commission problems
15. Solve markup problems
16. Solve markdown problems
17. Solve compound interest problems
18. Complete an invoice

ORGANIZATION/TIME MANAGEMENT SKILLS



1. Organize work station
2. Set priorities
3. Make travel arrangements and complete related documents and reports
4. Maintain a desk calendar
5. Maintain a tickler file
6. Record merchandise or stock inventory

R for required tasks
D for desired tasks
U for unnecessary

WRITTEN/ORAL COMMUNICATION SKILLS

R	D	U

1. Locate and record information found in a dictionary and other reference materials
2. Spell and define words
3. Find specific information in written material
4. Write grammatically sound and complete sentence
5. Write sentences with correct punctuation, capitalization, abbreviations, and numbers
6. Compose and write simple business letters
7. Follow oral instruction
8. Give oral instruction
9. Demonstrate good listening skills
10. Greet visitors and give them directions
11. Speak clearly and accurately
12. Introduce individuals and speakers
13. Demonstrate legible handwriting

GROOMING SKILLS

R	D	U

1. Demonstrate good grooming habits

HEALTH SKILLS

R	D	U

1. Demonstrate good health habits

HUMAN RELATIONS SKILLS

R	D	U

1. Display self-understanding and self-esteem
2. Demonstrate positive personality traits for job performance
3. Demonstrate appropriate personal conduct on the job
4. Analyze and develop solutions to personal behavior problems on a job

BUSINESS KNOWLEDGE SKILLS

R	D	U

1. Prepare an agenda for a meeting
2. Prepare goals and objectives
3. Delegate work assignments in office pool
4. Demonstrate an understanding of supply and demand
5. Demonstrate an understanding of profit and loss
6. Demonstrate an understanding of federal rules and regulations
7. Demonstrate an understanding of free enterprise
8. Demonstrate an understanding of the group decision making process

APPENDIX B

ULTURAL EDUCATION
ESS EDUCATION
BUTIVE EDUCATION
& SAFETY EDUCATION
ECONOMICS EDUCATION
TRIAL ARTS EDUCATION

INDUSTRIAL TECHNOLOGY
(ELECTRONICS)
(MANUFACTURING)
OFFICE ADMINISTRATION
TRADE AND INDUSTRIAL EDUCATION
VOCATIONAL STUDIES

THE UNIVERSITY OF WYOMING
COLLEGE OF EDUCATION
DEPARTMENT OF VOCATIONAL EDUCATION
UNIVERSITY STATION, BOX 3374
LARAMIE, WYOMING 82071

March 6, 1984

Dear Business Representative:

In early February we asked you to complete a Wyoming Business and Office Occupations Survey. Since we have not heard from you we are taking the liberty of sending you a follow-up survey.

The results of this questionnaire, which we have sent to 230 other businesses across the State of Wyoming, are very important to Business Education. The survey will determine the educational direction of Business Education in the State of Wyoming for the next several years. Needless to say, we hope to receive as many responses from as many businesses in Wyoming as we can.

We hope that you will take time from your busy schedule to complete the enclosed questionnaire. A stamped return envelope is enclosed for your convenience. Remember, your response will truly be of help to Wyoming's Business Education program.

Sincerely yours,

Lowell L. Barr

Lowell L. Barr
Associate Professor
Business & Vocational Education

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Enclosure

BEST COPY AVAILABLE